DOCUMENT RESUME

ED 198 074 SP 016 182

AUTHOR Ingram, Anne
TITLE Comparative Study of the Status of Women in Sport and Athletics Across Four Countries: Egypt, Japan, Norway, and Poland.
PUB DATE 78
NOTE 26p.: Marginally legible due to broken print.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Cross Cultural Studies: Cultural Influences: Females: *Foreign Countries: *Physical Education: *Sex Discrimination: *Sex Role: *Womens Athletics: Womens Education
IDENTIFIERS Egypt: Japan: Norway: Poland

ABSTRACT

The purpose of this study was to assemble a profile of the status of women in four countries, including their accomplishments in international sports events. The status of women within a country must be defined and understood before equivalence in sport opportunities for males and females can be comprehended. The first hypothesis was that a lack of opportunities in sports and athletics would result under the following conditions: (1) when women are restricted from moving freely outside the home; (2) an extreme degree of sex role stereotyping exists: (3) women are treated as property and controlled by husbands or male kinship groups; and (4) when women are excluded from employment that would enable them to have career options other than marriage and motherhood. The second hypothesis was that the more egalitarian the female's legal status compared with that of the male, the more evidence could be found of women competing in sports and athletics. It appears that women enter international sports events almost in direct proportion to the degree of their political participation, the amount of women in the labor force, and percentage of female literacy. References and tables of supporting data are appended. (Author/FG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED198074

Anne Ingram
Department of Physical Education
University of Maryland, College Park, Maryland 20742

COMPARATIVE STUDY OF THE STATUS OF WOMEN IN SPORT AND ATHLETICS ACROSS FOUR COUNTRIES: EGYPT, JAPAN, NORWAY, AND POLAND

The purpose of this study is to assemble a status profile of women from each country which includes their accomplishments in international sports events. The need for such a study arose from the fact that many comparative education area studies failed to note that the programs described were available only for men. The unique status of women within a country should be defined and understood before equivalence in sport opportunities for males and females can be comprehended. The first hypothesis was that a lack of opportunities in sports and athletics was intensified when women were restricted from moving freely outside the home; an extreme degree of sex role stereotyping existed; women were treated as property and controlled by husbands or male kinship groups; and/or were excluded from economic employment in the labor market that would enable them to have career options other than marriage and motherhood. The second hypothesis was that the more egalitarian the female's legal status compared with that of the male, the more evidence could be found of women competing in sports and athletics.

SP 016 182

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Anne Ingram
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The influence of the United Nations on the world wide movement for women's rights has been substantial. The "Declaration on the Elimination of Discrimination against Women" was adopted unaminously by the United Nations General Assembly on November 7, 1967. The draft work was done by the Commission on the Status of Women. It states that despite progress "there continues to exist considerable discrimination against women." Areas of discrimination are due to "laws, practices and attitudes denying them the exercise of their rights in political activities, education, employment, marriage and the family, penal and civil law and other matters." The "Preamble" states that discrimination is incompatible with human dignity and urges the maximum participation of women as well as men in all fields.(8:iii) It should be noted that one of the areas in which girls and women have not had maximum participation is in sport and athletic participation.

In 1970, the United Nations Commission on the status of Women recommended to the Assembly that legislation should be enacted to bring national laws into conformity with the goals of the "Declaration on the Elimination of Discrimination against Women."(8)

Even though heads of state may endorse the concept of equality of women, "long held discriminatory attitudes and practices often place obstacles in the path of women's advancement.(8:4) The four countries: Egypt, Japan, Norway and Poland were selected because they offer contrast (Figure 1). The only binding link between them is that approximately half the populations are composed of women (Figure 2). The socio-economic status of women in these four countries

appears to influence their options to participate in international sport competitions.

Egypt

When the Turks made Egypt part of the Ottoman Empire in 1518, Egyptian women lost rights and freedoms which they previously had possessed (Figure 1). The Koran provides the fundamental religious teachings of the country which makes it difficult to reconcile Western ideas with its laws and tenets. The Muslim faith which is practiced by 98 percent of the Egyptian people, is the origin of the practice of the seclusion of women. Although some modification has been made in modern times, in general, women cannot enter shops or accompany father or son on the streets. For many years sexes have been segregated in other respects and women were kept in seclusion. The university did not accept female students. Women were first given the right to receive an education in the Constitution of 1923 and this marked the beginning of social reform for women. Either the woman's male relatives or her husband is expected to provide economically for a woman and strong taboos remain to keep the sexes insulated.[27] The average age of marriage for an Egyptian woman is between 15 and 19 years of age (Figure 3). Egyptian women have almost no option outside of marriage. They comprise only seven percent of the labor market exclusive of those who live and work on farms. Men may have four wives although pologamy is disappearing. In most cases only men can initiate divorce.[27] Strict Muslim women may not drive a car. They must wear a veil and they cannot talk to a man. With their life so restricted, sport and athletic competition would be almost impossible

for women. The birth rate among Islamic women is high, in part because of high illiteracy and because women who are secluded do not have access to information concerning such subjects as family planning or efforts by the government to bring about changes to improve the lot of women (Figure 4)[1:58].

To elevate the status of women would require reform on family laws concerning marriage rights, inheritance, polygamy and divorce that continue to limit her options. According to Huston, "Without change in the legislation governing women's status within the family, no basic change in women's condition could take place."[14:47]

Women are segregated even in the villages where they rarely are educated.[10:614] The extended family is the core of village life and 57 percent of the country's population live in such communities. A rural woman has little leisure and, while she may spend hours at her tasks, her contribution is not highly valued within the family or by policy makers.[36:14-24]

The National Charter presented by Gamal Abdel Nasser in 1962 states: "Women must be regarded as equal to man and must therefore shed the remaining shackles that impede her free movement so that she might make a constructive and profound part in shaping life." The Constitution of 1971 reaffirms this committment in Article 11, Constitution of the Arab Republic of Egypt.[27:33-81]

Cairo's million inhabitants are depressed by conditions of poverty but there are extremely rich people that are in minority. Industry is 90 percent government owned and the per capita income is about $400 a year. There is a wide difference between the life styles

of the rich and poor. Women of the upper strata do not feel the oppression as much and they have access to education and the kind of employment that does not bring them in contact with men. But this class is not representative of the life style of the majority of women who are caught in the agricultural mores of village life and socialized by custom and the Muslim faith which limit her civil rights.(14) The high rate of illiteracy, general conditions of poverty, the agricultural economy along with the Muslim idiology create more serious problems than the lack of opportunities in sport and athletics.

Egypt has not fully supported the rights of women platform of the United Nations because some are in conflict with the Muslim traditions and concepts of the majority country.(34:45)

Fifty-one percent of the women are illiterate. Since 1950, elementary education for boys and girls six to 12 years of age has been required. In 1972, 2.6 million boys and 1.5 million girls were enrolled in private schools. In 1972, 1.7 million students were enrolled in secondary schools but only 553,000 were girls. There are five state supported universities and university education is free in Egypt.

Egyptian women do not appear in the listing of international records of sport and athletic achievement that were reviewed.

Japan

The 12th Century Japanese woman had property rights, rights of inheritance and a relatively high status in the family system (Figure 1). However, the woman's status was undermined by the Buddhist

sutras, and the teachings of Confucius who presented women as inferior beings. The status of women suffered a decline when political power during the feudal period was held by the Samuri elite. Tendai and Shigon Buddhist orders "held that women had no hope of attaining any of the five states of spiritual existence to which men could aspire."(22:224) After World War II, the New Constitution of 1947 forbade discrimination in political, economic or social regulations because of race, creed, sex, social status or family origin."(32)

Japanese wives today have legal parity in the marriage relationship and women can negotiate contracts without the husband's consent. Abortion is legal, safe and inexpensive. Women make up 38.3 percent of the work force. However, when a young woman marries, she tends to terminate work outside the home. Women in the labor force, therefore, are mostly unmarried and tend to cluster in menial, low pay jobs. Women's continued constraints are due primarily to ancient and ingrained customs giving them a very low status.(22:219-224)

Japan offers compulsory education from the age of six and extending for nine years. Japan has 410 universities and colleges. Fourteen of the former have physical education faculty members and they graduate annually approximately 4,300 students. There is a Japanese Society of Physical Education with a membership of 2,000. Also, there is a Japanese Fitness Society. Graduates who major in physical education are placed in schools as teachers and as recreation administrators. The Ministry of Education surveys physical fitness of school children yearly.(16:43-52)

Results are seen in the sport accomplishments of Japanese women. A Japanese housewife was the first woman to climb Mt. Everest. In 1972, Mayumi Aoki won the 100 meter butterfly race in swimming. In 1936, Hideko Maehata won the 200 meter breaststroke. Kayo Kawahigashi and Shoko Takahashi of Japan won the women's doubles in the 49th U.S. National Open Gold tournament in 1979. Akiko Yamaga was the winner in individual and all events of the Women's International Bowling Congress Champions in 1977. In 1964, Japanese women won in women's volleyball. In 1970 they were world champions in softball. They were table tennis champions, women's singles: 1956-Tomi Okawa; 1957-Jujie Eguchi; 1957-Kimiyo Mat Suzaki; 1963-Kimiyo Matsuzaki; 1965-Naoka Fu Kazu; 1967-Sachiko Morisawa; and 1969-Toshiko Kowada. Japanese women won in tennis doubles: 1952-Taeko Namba and Kazuko Yamaizumi; 1963-Kimiyo Matsuzaki and Masako Morisawa; 1973-Miho Hamada; and 1975-Shoko Takashima. Japanese women won the Marcell Corbillon Table Tennis Cup in 1952, 1954, 1957, 1959, 1961, 1963, 1967, and 1971.(6:818-914) (20:741)

Norway

Norway is a social welfare state that has a constitutional and hereditary monarchy (Figure 1). The important legislative body is the Storting. Norway was invaded by Germany in 1940 and occupied during World War II. After the war, it became a member of the North Atlantic Treaty Organization. This was an apparent effort to keep the Soviet Union from increasing its influence within the country.

While men received political suffrage in 1898, it was not until 1913 that women were given the right to vote. In 1884, the Norwegian

Association for Women's Rights was founded and fought for women's suffrage and for co-education. A law was passed in 1927 that made the wife an equal partner in marriage. Centers for instruction for contraception were established as early as 1924. In the 1930's, the thrust of the feminist movement was to promote the right of women to work outside the home. The Council for Equal Pay was established in 1959. The first woman became a minister in the State Church in 1961. The Equal Status of 1972 was set up by the Storting to strive for equal pay for women. The Cabinet consists of 25 percent women.(33)

Although schools are co-educational, in most cases, women tend to have shorter training than men and to go into traditional women's careers. Few women are found in technical trade schools or in upper level jobs. They tend to congregate in occupations such as nursing, clothing industries, housework and restaurant service. In most Norwegian families, the wife works in the home and cares for the children, while the husband earns the "take-home salary." However, married couples have joint ownership of property. Upon marriage, the wife may chose her own name or that of her husband's. The sons and daughters have the same inheritance rights and men and women have equal rights in matters of divorce.(30:5-9)

The State Office for Youth and Sports is under the Ministry of Church and Education. Voluntary organizations provide access to sports. Sixty percent of Norwegian young people between the years of 15 to 24 are members of clubs which number 15,600. Many are co-ed such as the Norwegian Youth Hostels Association. The Norwegian Confederation of Sports runs amateur sports and has a membership of 160,008 men and

44,771 women; 104,730 boys and 60,833 girls. The Norwegian Girl Guides Association has a membership of 10,000.(29:30-61)

Physical education is a required part of the education program in the schools of Norway. There are 20 counties in each of which a male and a female inspector of physical education are employed. Gymnastics, rhythms, track and field, skiing, skating, handball, soccer and orienteering are taught. In 1967, there were 17 teacher education colleges and women currently are trained and employed as physical education teachers. The Scandinavian Association for Female Gymnastics was formed in the 1920's.(13:54-59)

The Norwegian State School for Physical Education and Sport is located in Oslo at the Blindern campus in contemporary style buildings that are visually beautiful and functional. There are extensive sport facilities and it is a short trip on the treck to downtown Oslo. There are department of biological sciences, the social sciences and pedagogy. The college is under the direction of the National Ministry of Church and Education. The enrollment for 1970-71 was approximately 300 students divided on a 50 percent ratio of men and women.(9:10-107)

Norwegian women have been active in sports for many years. Sonja Henie of Norway won women's singles figure skating in the winter Olympic Games in 1928, 1922, and 1936. She was one of the leading well known athletes because of her subsequent movie career in which she played the lead and appeared in spectacular skating sequences. In 1958, the Alpine Women's Slalom in the Olympics was won by Inger Bjorubakken. (6:818-914)(20:741)

Poland

In 1939, Poland was invaded and partitioned by the Soviet Union and Nazi Germany. After the defeat of the latter in World War II, Poland was restored but it became a socialist state with a puppet government under the domination of the Soviet Union. More religious freedom than formally has been granted to Catholics in the practice of their beliefs. Also, about 85 percent of the farms and small businesses are privately owned. Poland's industrial production is about 2.3 percent of the world output and 6 shipywards are in operation. Poland is among the ten top producers of machine tools.(21)

During the Nazi occupation, Poland lost over six million people in which were included seven hundred scholars, sixteen thousand five hundred school teachers, over five thousand lawyers, and almost three thousand Catholic priests. Also, about three million Polish Jews perished. Forty percent of the natural assets were destroyed. Poland is considered to be an industrial nation with a per capita income of $3,300 a year.(24:23-32)

The First Constitution of the Polish Peoples Republic adopted in 1952 stated that "Women in the Polish Peoples Republic enjoy the same rights as men in all spheres of life: state, political, economic and cultural."(23:357) Seventy five percent of working women in Poland are married and the majority are mothers. Women's wages are about 30 percent lower than men's. Most married women return to work after having a child but the wife also performs domestic tasks and assumes the care of children.(7:45) Seven hundred thousand working mothers have small children. After classes are out, schools serve as day care centers

to care for the children of working mothers.[7:46] As of 1976 there are no women in the Politburo of the Polish United Workers Party.[28:374]

Andrzew Wohl points out that the disparity in Poland is between rural and urban women. The sport opportunities of the farm woman need to increase. Girls between the ages of 15 to 17 do more farm work than boys. For rural girls to participate in sports, they have to break through many moral misconceptions and prejudices. This brings about conflict with their parents and with public opinion within the villages. For centuries, the sphere of work for women was clearly set: general household duties, cooking, sewing, bringing up children, tending the livestock and toil in the garden and in the field. The woman was subordinate to her husband. Although the civil rights of women are insured by law, there is a great resistance of men to actually assume a share of the tasks traditionally done by women so that working women actually perform two jobs. However, the Rural Sports Union has offered sports for women and in 1970, rural girls were becoming active in motoring, cycling, hiking, aquatics and winter sports. However, many barriers remain that keep rural women from engaging in sports.[38:105-116]

The 1952 Constitution of the Polish Peoples Republic also established universal, free and compulsory elementary schools, state scholarships, the development of hostels, boarding schools and other ventures. Compulsory education to the age of 14 began in 1964. There are kindergartens for ages three to seven, eight year elementary schools, four year general education or secondary schools or five year vocational or technical secondary schools with free tuition. About 99 percent of all children attend compulsory elementary school and 87

percent continue their education beyond that level. There are six colleges of physical education including the Physical Education Academy in Warsaw. There are three higher institutes of pedagogies. Girls comprise 70 percent of all pupils in general education secondary schools.(21)

Girls are enrolled in the same percentage as they occur in the population until they reach the level of higher education. Women who are educated for particular professions usually remain employed after marriage. Polish parents are motivated to educate both sons and daughters. However, women tend to seek courses preparing them for service occupations.(28:252-355)

Polish women have made a fine record in international sport competition. They have established a record as world archery champions in the women's division. J. Kurkowska won in 1933 and again in 1934. Kwisiowska won in 1936, 1939, 1947, and 1955. Maria Maczynska won in 1967. The women's Polish archery team won in 1933, 1934, 1936, 1938, 1939, 1967, and 1971. A Polish women won the women 100 meter hurdles in the World University Games, Mexico City 1979. In Olympic Game records Irene Szewinska won the 200 meter run in track and field in 1968. Irene also won the 400 meter run in 1976. In 1964, Polish women won the 400 meter relay. In 1956, E. Krzeskinska won the long jump. Grazyna Rabsztyn holds the 100 meter in the world track and field records in 1979.(6:818-914)(20:741)

Discussion

The United Nations has served as a catylyst in the work to raise the status of women throughout the world. That organization has provided

the structure to attack universal problems that women everywhere tend to encounter. The First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport convened by UNESCO in cooperation with the International Council of Sport and Physical Education, was held in Paris, April 5-10, 1976.[42] The access of women to sports and athletics by women will ultimately depend on the committment of each nation to correct internal problems that limit the civil rights of women within that country.

Women's access to sport participation and athletic training appear to go hand in hand with equitable legal status with the male, her unrestricted freedom of movement, control over her reproductive processes, her freedom from constraints by traditional theological doctrines in many areas, and her access to economic independence. Positive signs within a nation indicating that women are fairly treated are: co-education, of equal access to higher education, the right to vote, control of property, equity of inheritance laws, and the right to earn wages on the same pay scale as the male.

As already pointed out, the rights of women almost universally have been denied by laws that frequently grew out of ancient and outmodeled theological doctrines. Where the church and state are clearly separate, women have had a better chance to achieve equity. If the economy is agrarian or the major segment of the population resides in villages, custom, mores and folkways practiced by kinship groups form tight social control that tends to limit the aspirations of girls and women. When she has no option other than marriage, women experienced the threat of ostracism or banishment which keeps

them from radically changing their lives even if the laws give her the right to do so.

Egypt is a member of the third world and has an agricultural economy. It is a Muslim nation with a tradition of restricting the movement and freedom of the female. Illiteracy, poverty and over-population compound the problems that Egyptian women encounter. Wherever the Muslim faith is predominant, the tenets of that faith, if followed, restrict the options of the female to take advantage of the laws that give her more legal equity than she appears able to claim. No Egyptian woman has ever figured in international sport competitions.

The Japanese woman by her very presence in international sporting events indicates that she receives government support and that she shows considerable drive and initiative. There has been in her country a weakening of the religious doctrines restrictive to women. She was given equal rights with men in the new government structure that grew out of the defeat of World War II. There was a legal re-structuring providing civil rights to women after World War II in both Poland and Japan. Japan is an urban, industrial society. Poland is also regarded as an industrial nation. It is possible that in an urban environment, women can more easily throw aside the old restraints they met in village life and are more free to adopt new ways, free from local censure. Nevertheless, after the Japanese woman marries, unlike the Polish woman, she tends to terminate outside employment. The fact that a Japanese housewife would climb Mt. Everest indicates that some have became most assertative and daring.

In Norway, the new physical education preparatory school, apparently registers about 50 percent women among its trainees. This indicates that equal emphasis is given women's sport and fitness training, particularly in the educatio[illegible]ystem. This interpretation is supported by the fact that each county employs both a male and a female inspector of physical education. Sonja Henie, a Norwegian, as early as the 1920's was providing a role model for other women as well as providing a Norwegian tradition of women being active and successful in sports. The outstanding records of Norwegian women were made at an early date and Polish and Japanese women currently appear to be breaking more international records. However, Norway is a very homogeneous and less densely populated country (Figure 1). The fitness level and sport expertise of the average woman is probably higher in Norway than in the other three countries. The reason why she does not appear as winner in international events to the extent of Polish and Japanese women could be due to Norway having less population. Norway may place less emphasis on international sport competition.

Poland as a socialist state supports women in sport and athletic endeavors. Polish women have participated in competitive sports with success indicative of governmental backing and support. However, Poland had a pre-war heritage of women competing internationally in sports.

It appears that women enter into international sport events almost in direct ratio to the existence of certain conditions such as the degree of political participation allowed them, a relatively high percentage of women in the labor force, full access to education and a high percentage of female literacy. Patterns of limitations

placed on women world wide in scope, have tended to limit her access to contraception, restrict personal status laws such as the right to vote, to choose a mate, to divorce, to have custody of children, to enter the labor market and to inherit and control property. If these inequities are corrected and if government policy supports women's participation in sports and athletics, women tend to respond and become very active. However, if the country is locked in fundamentalist theological doctrines that restrict the freedom of women, it appears difficult for women to break down barriers that exclude them from sport and athletic participation.

1 Billington, Joy. "Muslim Women: Beyond the Veil." Saturday Evening Post. May/June 1975. p. 58, 59.

2 Carter, Aiko. On Being a Woman in Japan. Tokyo; Femintern Press, 1975.

3 Chambers, Marjorie Bell. "Where Have All the Women Been." American Association of University Women Journal. April 1976. p. 1-6.

4 Chapman, Audrey and Youssef, Haggag. "Egypt: From Seclusion to Limited Participation." Giele, J.Z. et al. Women Roles and Status in Eight Countries. New York: John Wiley and Sons. 1977. p. 33-81.

5 Cody, Edward. "Cairo Shows Off Its Wealth Again After an Era of Frugality." Washington Post. October 31, 1979. A 23.

6 Delury, George E. ed. "Sports" The World Almanac and Book of Facts 1980. New York: Newspaper Enterprise Association, Inc. 1980. p. 818-913.

7 Dixon, Ruth B. "The Roles of Rural Women: Female Seclusion, Economic Production and Reproductive Choice." Paper prepared for Conference on Population Policy from a Socio-Economic Perspective, sponsored by Resources for the Future. Washington, D.C. 1975 Mimeo.

8 Equal Rights for Women--A Call for Action. The United Nations Declaration on the Elimination of Discrimination Against Women. New York: United Nations, Volumn 1, Article No. 8, 1973.

9 Frederick, Bruce. "Norwegian Schools." "Elsewhere in the World." The Physical Educator. Indianapolis: Phi Epsilon Kappa Fraternity. May 1971.

10 Halsey, William, ed. Collier's Encyclopedia. London and New York: Macmillan Educational Corporation. 1978. Volumn 8.

11 Hammond, Dorothy and Jablow, Alta. Women: Their Economic Role in Traditional Societies A Cummings Module in Anthropology, No. 35. Menlo Park, California: Cummings Publishing Co. 1973.

12 Hemmer, Carl. "World Fertility Patterns." Office of Population. Aid, World Population Conference. Bureau of Census. 1974.

13 Hoff, Robert D. and Norman, Randi. "Physical Education in Norway," Physical Education Around the World. Monograph #2, Indianapolis: Phi Epsilon Kappa. 1968. p. 54-63.

14 Huston, Perdita. Third World Women Speak Out. New York: Praeger Publishers. 1979. p. 161, 168.

15 Ichimura, Isouichi. "Physical Education in Japan." Physical Education Around the World. Indianapolis: Phi Epsilon Kappa Fraternity. 1966. p. 32-36.

16 Ichimura, Souichi. "Physical Education and Sport in Japan." Physical Education Around the World Monograph #7. Indianapolis: Phi Epsilon Kappa. 1976.

17 Inukai, Michiko. "Japanese Women Raise the Rice Spoon of Revolt: In the Name of the Law." UNESCO Courier August/September 1975. p. 13-20.

18 Januszkiewicz, Franciszek. Education in Poland Warsaw: Interpress Publishers. 1973.

19 Keef, Eugene K. Area Handbook for Poland. Washington, D.C.: U.S. Government Printing Office, 1973.

20 Menke, Frank G., ed. The Encyclopedia of Sports, Sixth Edition. New York: Doubleday and Co. 1977.

21 Polish Interpress Agency (press release), Press Department, Bagatela 12, Warsaw.

22 Pharr, Susan J. "Japan: Historical and Contemporary Perspectives," Giele, J.Z. et al. Women Roles and Status in Eight Countries. New York: John Wiley and Sons. 1977. p. 217-257.

23 Pomeroy, Sarah B. Goddesses, Whores, Wives and Slaves: Women in Classical Antiquity. New York: Schocken Books. 1975.

24 Rzemieniechi, Karol and Gornicki, Jerzy, ed. Poland Yesterday and Today. Warsaw: Polish Interpress Agency. 1979.

25 Seitas, Haydee. "Cultural Consequences of Population Change: Patterns, Levels and Regulations of Fertility." Paper prepared for U.N. World Population Conference, Bucharest, August, 1974. Mimeo.

26 Shneidman, N. Norman. The Soviet Road to Olympus. Toronto: The Ontario Institute for Studies in Education. 1978. p. 14.

27 Smock, Audrey Chapman and Youssef, Nadia Haggag. "Egypt: From Seclusion to Limited Participation. Giele, J.Z. and Smock, A.C. Women Roles and Status in Eight Countries. New York: John Wiley and Sons, 1977.

28 Sokolowska, Magdalena. "Poland: Women's Experience Under Socialism." Giele, J. Z. et. al. Women Roles and Status in Eight Countries. New York: John Wiley and Sons. 1977. p. 347-383.

29 Status of Women in Norway. Oslo: The Royal Ministry Family and Consumer's Affairs. 1971.

30 State Office for Youth and Sports in Norway. Oslo: Royal Ministry of Church and Education. 1968.

31 Sullerot, Evelyne. Women, Society and Change. New York: World University Press. McGraw-Hall Book Company, 1971.

32 Supreme Commander for the Allied Powers, General Headquarters, Government Section. Political Reorientation of Japan September 1945 to September 1948. 2 Volumn, Washington, D.C. 1949.

33 Tsdal, Margit. "Status of Women in Norway." The Norseman, February, 1979.

34 UNESCO. Law and the Status of Women: An International Symposium Center for Social Development and Humanitarian Affairs. (Edited by the Columbia Human Rights Law Review Columbia University School of Law. Originally Published Columbia Human Rights Law Review. Volumn 8, No. 1, 1977).

35 UNESCO. Report of the World Conference of the International Women's Year Mexico City, 19 June - 2 July 1975. New York: United Nations.

36 "Voices of Women," People. London: International Planned Parenthood Federation, Volumn 2, Number 2, 1975. p. 14-24.

37 Wallechinsky, David. The People's Almanac #2. New York: Bantam Books. 1978.

38 Wohl, Andrzew. "Contribution of Women and Girls on Sport in the Polish Countryside," International Review of Sport Sociology published Warsaw Poland, 2 (7) 1976.

39 "Women and Education in Japan." Japanese Ministry of Education, Social Education Bureau (brochure) Tokyo, 1975.

40 Youth and Sports in Norway. Royal Ministry of Church and Education, Oslo. 1968.

41 Yearbook of Nordic Statistics. Published by Nordic Council and the Nordic Statistical Secretariat, Stockholm, Volumn 17. 1978.

42 UNESCO. Conference on Physical Education and Sport. Convened by the United Nations Educational, Scientific and Cultural Organization. Paris, France. April 5-10, 1976.

FIGURE 1

Halsey. Collier's Encyclopedia. 1978

Egyyt	Japan	Norway	Poland
386,661 sq. miles	143,574 sq. miles	124,710 sq. miles	120,664 sq. miles
40,000,000 57% live in rural areas	116,471,190 3/4 pop. urban	4,086,680 44.5 pop. urban	35,110,723 pop.
One party socialist state	Constitutional monarchy	Constitutional monarchy	Communist state (puppet government)
Arabic language	Japanese language	Norwegian language	Polish language
Religion. Sunni Muslims (90 percent)	Shintoism & Buddhism	Religion Lutheran	Religion Roman Catholic
Economy Essentially agricultural 50% cotton is the leading export. Per capita income about $400 a year. Industry's 90% government owned.	Economy 3rd largest industrial state 12% agricultural 25% manufacturing	Economy Paper, shipbuilding 17% agricultural 24% manufacturing	Economy Industrial but standard of living substantially below that of industrial states of western Europe 28% agricultural 24% manufacturing

FIGURE 2
POPULATION MALE-FEMALE
Demographic Yearbook, United Nations 1977
Divorce p. 477-479
Population p. 188-223

	TOTAL	MALE	FEMALE	DIVORCE
Egypt	39,640,000	----	------	77,457
Japan 1976	113,088,560	55,665,256	57,423,304	124,512
Norway 1976	4,026,152	1,998,990	2,027,162	5,825
Poland	34,362,133	16,723,571	17,638,562	38,040

FIGURE 3
AVERAGE AGE OF MARRIAGE
p. 470-475
UNITED NATIONS DEMOGRAPHIC
YEARBOOK, 1977

	BRIDE	GROOM	
Egypt	15-19	20-24	(1974)
Japan	20-24	25-29	(1976)
Norway	20-24	20-24	(1976)
Poland	20-21	20-24	(1976)

FIGURE 4
BIRTHRATE WORLD FERTILITY PATTERNS
Carl Hemmer
World Population Conference, 1974

Egypt	240	per 1000
Japan	170	per 1000
Norway	160	per 1000
Poland	160	per 1000

FIGURE 5

1976 21ST SUMMER OLYMPICS

Egypt	0	0	0	0
Japan	9	6	10	25
Norway	1	1	0	2
Poland	8	6	11	25

p. 824 Delury

1976 FINAL MEDAL STANDING
INSBRUCK, AUSTRIA

Norway	3	3	1	7

p. 828 Delury

The Olympic motto is faster, higher, braver.

The Olympic creed is not to win but to take part.